JOIN US

FRIDAY
APRIL 14, 2023

Hosted by

UCF | Digital Learning

General Schedule

Friday, April 14, 2023

8:30 – 9:00 a.m.	Registration
9:00 – 9:15 a.m.	Welcome & Opening Remarks
9:15 – 10:00 a.m.	Introduction & Keynote Address
10:00 – 10:45 a.m.	Expo Hall
10:45 – 11:15 a.m.	Concurrent Session 1
11:15 – 11:25 a.m.	*Break*
11:25 – 11:55 a.m.	Concurrent Session 2
11:55 a.m. – 12:05 p.m.	*Break*
12:05 – 1:05 p.m.	Catered Lunch & Award Presentations
1:05 – 1:15 p.m.	*Break*
1:15 – 1:45 p.m.	Concurrent Session 3
1:45 – 1:55 p.m.	*Break*
1:55 – 2:25 p.m.	Concurrent Session 4
2:25 – 2:35 p.m.	*Break*
2:35 – 3:05 p.m.	Concurrent Session 5
3:05 – 3:15 p.m.	*Break*
3:15 – 4:00 p.m.	Closing Remarks, DCI Presentations & Voting, Raffle
4:00 – 4:30 p.m.	Networking Social
Track Session Locations	
DLD Live!	Ballroom A & B Live stream link: https://www.youtube.com/watch?v=Wg4YLxTMWMI
Faculty in Practice	Ballroom C
Innovation	SGA Ballroom
Digital Learning Day Webcourse Access: https://webcourses.ucf.edu/enroll/MMPPXA	

Detailed Schedule – Friday, April 14, 2023

Registration – 8:30 – 9:00 a.m.
Hallway

Welcome & Opening Remarks – 9:00 – 9:15 a.m.
Ballroom A & B
Dr. Wendy Howard, Program Director of Pegasus Innovation Lab, Division of Digital Learning
Provost Michael Johnson, University of Central Florida

Introduction & Keynote Address – 9:15 – 10:00 a.m.
Ballroom A & B
Dr. Tom Cavanagh, Vice-Provost, Division of Digital Learning

Keynote: The Rise (and Reversal) of Student Disengagement

Jared Stein, Principal Consultant, Rarebird Ed Tech

As long as there have been teachers and students, education has wrestled with learner disengagement. Today, our students live in a world where distractions are omnipresent, the value of a degree is suspect, and Artificial Intelligence may just change everything at any moment. No wonder both students and instructors are pointing to rising disengagement as the number one challenge in education.

To reverse student disengagement, we'll have to alter both how we teach and how students learn. All change is hard, but technology can help. This presentation will draw on examples from around the world to illustrate how three key principles of instruction can be implemented easily and at scale with extant and emerging technologies.

Expo Hall: Digital Posters – 10:00 – 10:45 a.m.
Library & Hallway

The poster sessions are intended to be an informational and educational opportunity. Attendees will be able to talk with presenters, ask questions, and exchange innovative ideas. They are also welcome to visit each of the posters in the venue hallway to continue networking throughout the conference area.

Poster 1:

Your Bridge to Creating Professional, Engaging Multimedia Content for Online Courses
Aaron Hose`, Tim Reid, Christine Kane, George Lopez (Division of Digital Learning, Video)

Short Abstract
The Video@CDL team has extensive experience in the television, film and video industry. Our fun, innovative, and multi-faceted producers are here to help faculty meet the ever-growing demand for online media at UCF. Swing by and discuss what might be

possible for *your* online courses.

Poster 2:

The Magic of Graphics
Mireya Ramirez, Kyler Wilson (Division of Digital Learning, Graphics)

Short Abstract
CDL Graphics provides a variety of high-quality products designed to enhance the online students' learning experience. Course graphics include course banners, infographics, illustrations, avatars, icons, charts, and animated graphics. The level of service provided by CDL Graphics depends upon the requestor's professional development credentials and the modality of the course, giving highest priority to those faculty who have completed IDL6543.

Poster 3:

Webcourses@UCF Open Lab
Webcourses Support Team (Division of Digital Learning, Webcourses Support)

Short Abstract
Receive assistance with technical questions associated with Webcourses@UCF and associated with Webcourses@UCF and integrated applications.

Poster 4:

Get to Know iDev Services and How We Can Help You
Nafije Prishtina, Bren Bedford (Division of Digital Learning, Instructional Development)

Short Abstract
The iDev (Instructional Development) team is responsible for developing resources to improve the online learning and teaching experience at UCF. iDev works closely with subject matter experts to produce just-in-time multimedia instructional components using a range of web-based delivery tools. The team supports institutional initiatives such as accessibility course reviews and Special Programs course creation within Webcourses@UCF. The team is responsible for managing all outgoing communications from the Center for Distributed Learning. Don't miss out on the resources and services available to you from the iDev team - stop by and learn more!

Poster 5:

Tech Savvy Techrangers
Kylee Woodland, Caitlin Fabian, Harshavardhan Bangaru, Rachel Dauns (Division of Digital Learning, Learning Systems & Technologies)

Short Abstract
Join us and learn about the online teaching and learning tools we build! The Techrangers are a group of talented students in the LS&T Team for the Center for Distributed Learning. They provide course development for faculty as well as create tools to improve the online teaching and learning experience. Among the tools created are UDOIT, Materia, Action Icons, Zapt, and others. We look forward to meeting you, sharing about our tools, and hearing about your experiences using the tools.

Poster 6:

Current Opportunities With the iLab
Dr. Wendy Howard (Division of Digital Learning, Innovation Lab)

Short Abstract
The Pegasus Innovation Lab (iLab) supports and promotes large scale Digital Learning Initiatives. We work on projects across the division and university through project management and promotional services. We aim to positively impact student success in online learning at the institutional level.

Poster 7:

Online Connect: Your UCF Online Professional Coaching Team
Dr. Jennifer Sumner, Monique Carter, Tasha Williams (Division of Digital Learning, Online Connect Center)

Short Abstract
From application to graduation, the UCF Online Connect Center team copartners with online students, advisors, and other essential departments as advocates and guides throughout the student's fully online academic experience at UCF. Student coaches use proactive outreach are available to help students locate resources and create effective strategies to ensure their success. The student coach is a specifically trained, motivational partner who will be with partner with students holistically on their academic journey.

Poster 8:

Spill the Tea with IDs
Roslyn Miller, Charlotte Jones-Roberts (Division of Digital Learning, Instructional Design)

Short Abstract
Want to know the latest scoop about online courses? We invite you to chat, as we "spill the tea" about online course design while learning more about our team at UCF!

Poster 9:

Advocating for Open Educational Resources and Practices: The Student Voice
James Paradiso (Division of Digital Learning, Instructional Design, Wiki Knights Advisor, Program Coordinator of Open Education)
Jerrett Longworth, Joshua Ashby (Wiki Knights)
Ayden Traynor, Connor Cantrell (Student Government)
Liana Penso, Niva Philippe (Florida PIRG Students)

Short Abstract
See how our very own UCF students have been collaborating to expand the footprint of open education at UCF and beyond. Their work includes passing resolutions with Student Government, teaming up with faculty and the Division of Digital Learning to develop OER, tabling and outreach at events, student polling / surveying to determine the most cost prohibitive courses (in terms of course materials cost) deserving of attention, and more.

Poster 10:

Faculty Center for Teaching and Learning: Technologies for Flipping (and other F2F Teaching Tech)
Dr. Kevin Yee, Kris Hestad (University of Central Florida)

Short Abstract
Come see some of our latest technologies to support face-to-face classes, including a Hololens projection.

Concurrent Session 1 – 10:45 – 11:15 a.m.

Separate Ballrooms

Another Path to Adaptive Learning: Using the Choose Your Own Adventure Tool in Materia
Ballroom A & B
Dr. Alisha Janowsky (College of Sciences, Psychology)
Sue Bauer (Division of Digital Learning, Instructional Design)

Short Abstract
Want to wade into adaptive learning without PAL training? In this session, Alisha will discuss how she uses the Choose your Own Adventure Materia tool to provide general adaptive learning activities and specific learning activities in her Statistical Methods in Psychology (PSY 3204C) course.

Towards a Student-centered Master-based Online STEM Learning Environment
Ballroom C
Dr. Zhongzhou Chen (College of Sciences, Physics)

Short Abstract

In most today's STEM courses, students "march forward" at uniform pace over the semester, regardless of their status and previous backgrounds. Instructors teach largely the same course repetitively, with few rigorous and effective tools to evaluate the effectiveness of instruction and make significant improvements. In the student-centered, mastery-based STEM online learning environment of the future, students can proceed at different pace based on their level of mastery and background, guided by frequent self-assessment and feedback. The instructor's role will be transitioned into a designer, making data driven learning design improvements to the course. My past efforts toward creating such a learning environment can be roughly divided into three stages. First, an early prototype of online mastery-based learning modules for university physics was created on the open-source platform of Obojobo by UCF Center for Distributed Learning. Second, students' learning strategy and learning behavior is identified from click-stream data and visualized using learning analytics techniques such as process mining. Third, data informed improvements of instructional design were implemented as natural experiments and evaluated using analysis methods such as "differences in differences". Finally, my latest research focuses on creating mastery-based assessments, by harnessing the power of AI to create large isomorphic assessment problem banks. This new type of exam can be administered asynchronously, allow infinite number of attempts, openly shared and collaboratively developed, and are essentially "Chegg proof". They will serve as stable "anchor points" for mastery-based learning environments.

Digital Accessibility Policy: Resources & Services
SGA Boardroom
Karen Tinsley-Kim (Division of Digital Learning, Instructional Development)
Nancy Swenson, Amy Sugar (Division of Digital Learning, Instructional Design)
Kylee Woodland (Division of Digital Learning, Learning Systems & Technologies)

Short Abstract
Join us to learn about resources and services available to help you adhere to UCF's newly adopted Digital Accessibility Policy. We will share a variety of CDL-supported resources and services to help you create accessible online course content and multimedia. We will also demo tools available to you in Webcourses@UCF to check and improve the accessibility of your existing course materials.

Break - 11:15 – 11:25

Concurrent Session 2 – 11:25 – 11:55 a.m.
Separate Ballrooms

What Do You Meme?: Achieving Higher-order Learning of the Inflammatory Process Through a Meme-based Assignment
Ballroom A & B

Humberto López Castillo, MD, PhD, CPH, CMI (College of Health Professions and Science, Health Sciences)
Sue Bauer (Division of Digital Learning, Instructional Design)

Short Abstract
Memes are socially shared constructs that include digital images with juxtaposed text with meaning, emotion, or humor. Few studies to date show efficacious uses of memes in health education contexts. The aim of this activity was to assess higher-order learning of inflammatory response through student-generated memes. As part of an introductory course to human disease, students created a set of 3 memes from an inflammation lesson, which served as the analytic framework. After IRB approval (STUDY00004946), graded assignments submitted during 2022 were downloaded, coded, and analyzed by 3 independent reviewers. Descriptive statistics were conducted in MS Excel (Microsoft Corporation; Redmond, WA) and content analyses were conducted in NVivo 12Pro (QSR International; Burlington, MA). The results of the study found that among the 436 students in the roster, we identified 396 submissions. The overall mean (SD) score was 17.57 (5.88) of 20 points; the most noted grading pitfalls were no submission (n=40), lack of summary statements (n=36), and unrelated contents (n=9). Correlation between assignment and final grades was significant, albeit weak (R=0.406; R2=0.165; P<0.001). Three main thematic components were identified: cellular elements (mainly neutrophils, mast cells, and red blood cells), specific sequential processes (mainly transudate-exudate, histamine release, and cellular migration/diapedesis), and pathophysiological basis of inflammatory signs (pain, swelling, heat, redness, and loss of function). In conclusion, this assignment uses a current and relatable communication form for health sciences students to synthesize and contextualize inflammatory elements and processes. Thematic analyses show higher-order learning elements, including creation, analysis, application, and synthesis.

Know Your Audience: Optimizing Content with Digital Innovation
Ballroom C
Anne Prucha, Dr. Lisa Nalbone, Kacie Tartt, Romina Saez Tapia (College of Arts and Humanities, Modern Languages and Literatures)

Short Abstract
What role does digital learning play in selecting and delivering course content? The presenters will discuss best practices for implementing Personalized Adaptive Learning (PAL) and Open Education Resource (OER) content that transform classes to make them more accessible and engaging, which points to a measured increase in student success. Drawing on cross-campus collaboration, the presentation will highlight transferability across disciplines and learning levels.

What's New in New Quizzes?
SGA Boardroom
Sarah Moore, Elisabeth Greenwood (Division of Digital Learning, Webcourses Support)

Short Abstract
New Quizzes are available now and new tools and resources are being added regularly, preparing for a future migration. Learn more about what is available, what is in the works,

and how to test our New Quizzes for yourself.

Break – 11:55 a.m. – 12:05 p.m.

Lunch & Award Presentations – 12:05 – 1:05 p.m.

Ballroom A & B, Hallway
Presented by: Dr. Amanda Groff, Awards Committee Chair (College of Sciences, Anthropology)

Recipients:
Dr. Michael Strawser, Chuck D. Dziuban Award for Excellence in Online Teaching 2023, (Nicholson School of Communication and Media, Communication)

Dr. Elizabeth Horn, Barbara Truman Award for Excellence in Blended Teaching 2023, (College of Graduate Studies, College of Arts and Humanities, Theatre)

Concurrent Session 3 – 1:15 – 1:45 p.m.

Separate Ballrooms

Immersive Experiential Learning Through Innovative Visual Storytelling
Ballroom A & B
Dr. Irene B. Pons Meyers (College of Community Innovation and Education, Legal Studies)
Christine Kane (Division of Digital Learning, Video)

Short Abstract
This Emmy-winning documentary project uses innovative multimedia techniques to provide an immersive exploration of the US legal system from the perspective of migrant communities. With a small group of students serving as the eyes and ears for online classes of hundreds, the project delivers educational content that highlights the oftentimes perilous journey of migrants. By shining a light on the complex legal issues surrounding migration, this project spurs greater student engagement, understanding, and empathy for the diverse experiences of migrant communities.

Adaptive Courseware in Algebra-Based Introductory Physics Courses
Ballroom C
Dr. Archana Dubey (College of Sciences, Physics)
Dr. Baiyun Chen (Division of Digital Learning, Instructional Design)

Short Abstract
UCF's College Physics course series has been redesigned as personalized adaptive courseware. The system provides unique pathways through OER materials and variable-ized questions, adjusting contents based on individual student skills. After 6-semesters' implementation, the courseware resulted in students' improved performance on standardized tests and an increase in learning confidence.

Tips for Utilizing Special Programs in Webcourses@UCF
SGA Boardroom
Nafije Prishtina, Beth Nettles (Division of Digital Learning, Instructional Development)

Short Abstract
Have you ever wished for a system that can house important content to communicate with your students/staff consistently? If yes, your dreams are about to come true! Join us in this session to learn how faculty and staff can use the Special Programs platform to streamline and manage communication. More than ever, faculty and staff are encouraged to be creative in connecting with their students/staff through multimedia. But we know that sending follow-up emails, and responding to questions eats up time. The solution? Staff can request a Special Programs (non-credit) course to be used as a supplemental resource for multi purposes, and It is very important for faculty to have a Special Programs course to be used as a supplemental resource to manage their credit course to stores email templates, resources for FAQs, rubric responses to common errors, and more. This way all you would need to do is write your messages once and access them whenever needed! The Center for Distributed Learning (CDL) is proud to support UCF faculty and staff through Special Programs. In our session, attendees will have the opportunity to share and brainstorm their own innovative uses for Special Programs, such as through polls and via chat.

Break – 1:45 – 1:55 p.m.

Concurrent Session 4 – 1:55 – 2:25 p.m.
Separate Ballrooms

UCF Translation Project: Addressing the Needs of Our Spanish-speaking Students
Ballroom A & B
Dr. Maria Redmon (College of Arts and Humanities, Modern Languages and Literatures)
Dr. Irene B. Pons Meyers (College of Community Innovation and Education, Legal Studies)
Dr. Maria Christina (MC) Santana-Rogers (College of Arts and Humanities, Latin American Studies)
Dr. Karin Y. Chumbimuni-Torres (College of Sciences, Chemistry)

Short Abstract
Present information on the origin, problems addressed, structure, purpose, and future implementation and development of the Translation Project through multidisciplinary collaboration of faculty, the CDL and iLab.

An Unexpected Packing List: Making Study Away Accessible to Students
Ballroom C
Dr. Leah Gaines (College of Undergraduate Studies, Interdisciplinary Studies)
Dr. Florence Williams (Division of Digital Learning, Instructional Design)

Short Abstract
This presentation will share the course design process used by an instructional faculty member and an instructional designer to reframe a course for improved accessibility. In

this gamified session, presenters will amplify multiple components that we believe are necessary for access and quality. Some of these include effective instruction, design intentionality, learner-centered content, active learning approaches, and community engagement. Participants will have an opportunity to engage during the presentation while reflecting on their own courses. They will leave the session with a packing list of strategies for implementation.

Harnessing Open Educational Resources and Practices to Enhance Student Success: Panel Session
SGA Boardroom – Note: This session is for 60 minutes.
James Paradiso (moderator) (Division of Digital Learning, Instructional Design)
Dr. Nicole Lapeyrouse (College of Sciences, Chemistry)
Dr. Bruce Wilson (College of Sciences, School of Politics, Security, and International Affairs)
Karina Cespedes (College of Arts and Humanities, Philosophy)
Thomas Brueckner (College of Sciences, Physics)

Short Abstract
In this panel discussion, faculty members from four (4) academic departments gather to discuss the impact(s) Open Educational Resources and Practices (OER/OEP) have had on their teaching practices and students' learning experiences.

Break – 2:25 – 2:35 p.m.

Concurrent Session 5 – 2:35 – 3:05 p.m.
Separate Ballrooms

Faculty Multimedia Center
Ballroom A & B
Dylan Yonts, Eric Fabra (Division of Digital Learning, Faculty Multimedia Center)

Short Abstract
Join this session to learn what the FMC has to offer. Our DIY center has everything from video recording suites (including captioning), 3D printing, to Virtual Reality. We are here to help make your courses better. During this session we will discuss what we have and what you and other faculty want in the future. We will be joined by Eric Fabra, a 360 Tour expert.

The Evolution of an OER
Ballroom C
Barry Jason Mauer (College of Arts and Humanities, Texts and Technology)
John Venecek (University of Central Florida Libraries, Research and Information Services)

Short Abstract

Our presentation is about the development and assessment of an Open Education Resource (OER) textbook titled *Strategies for Conducting Literary Research*. This book is based on the Florida citrusy theme of "Refreshing the Research Process." We integrated library resources and the ACRL Framework for Information Literacy with literary research methods. During the Covid-19 pandemic, when demand for freely available content skyrocketed, we expanded the course, which had been designed for undergraduate English majors, to be easily adaptable for students throughout the humanities. Additionally, we encouraged instructors to remix and reuse the content as they saw fit. Our project transitioned from Canvas to Pressbooks, an Open Access publishing platform that integrates with Canvas. The result is an adaptable and interactive book that is easy to revise and share with other instructors. The shift to Pressbooks enhanced the course with design options, interactivity, and flexibility. *Strategies for Conducting Literary Research* introduces novel concepts and practices, such as creative research projects, that are not covered in traditional research instruction materials. The transition to Pressbooks also allowed us to create a digital learning tool that is continually evolving; students take an active role in shaping the book as they develop their research skills. Likewise, instructors provide feedback based on their observations, which we respond to in real-time or incorporate into future editions. Our presentation will cover the evolution, design, and assessment of this OER and discuss how this course addresses the library's textbook affordability initiative.

Harnessing Open Educational Resources and Practices to Enhance Student Success: Panel Session
SGA Boardroom – Note: This is the panel session continuation.
James Paradiso (moderator) (Division of Digital Learning, Instructional Design)
Dr. Nicole Lapeyrouse (College of Sciences, Chemistry)
Dr. Bruce Wilson (College of Sciences, School of Politics, Security, and International Affairs)
Karina Cespedes (College of Arts and Humanities, Philosophy)
Thomas Brueckner (College of Sciences, Physics)

Short Abstract
In this panel discussion, faculty members from four (4) academic departments gather to discuss the impact(s) Open Educational Resources and Practices (OER/OEP) have had on their teaching practices and students' learning experiences.

Break – 3:05 – 3:15 p.m.

Closing Remarks, DCI Presentation & Voting, Raffle – 3:15 – 4:00 p.m.
Ballroom A & B
Dr. Wendy Howard, Program Director of Pegasus Innovation Lab, University of Central Florida

Networking Social – 4:00 – 4:30 p.m.
Hallway & Covered Patio